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AUTHOR Strasheim, Lorraine A.
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ABSTRACT

This teacher's guide outlines how to prepare foreign language brochures using cultural themes. The four brochures given as examples are based on the "world" theme, the "career" theme, the "yes" theme, and the "school logo" theme. Instructions on how to make each brochure include details on how to design the cover, how to introduce the theme, and how to write the description of the program. The pen-and-ink designs can be used by typing the message directly onto the page or by adapting the design to fit specific needs. Suggestions for designing one's own brochure include: (1) remember to address the audience for whom the brochure is intended; and (2) have students read the copy to make suggestions. (NCR)

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MAKE YOUR OWN Foreign-Language Brochure

FL009915
Lorraine A Strasheim
Indiana University

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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THE PREPARATION OF YOUR BROCHURE

If your school has stencil-making or offset facilities, you may simply select a brochure design, prepare the "fill-in" exercises, and type your finished copy directly onto the pages which are here. This is especially true of the "letterhead" flyer formats. You should be certain in the typing to have a good ribbon (a carbon ribbon is best) so that there will be good paper-ink contrast.



Keep in mind in the preparation process that "white space", wide margins, spaces between the paragraphs and the like encourage reading. Too, all errors should be carefully corrected with one of the commercial correction fluids. The easier your brochure is to read, the more likely the chances that it will be read.

Do not overlook the possibility for marking sections or "underscoring" important points with signs, symbols, or small line drawings. Even if you should have to trace the graphics onto mimeograph stencils or ditto masters, the effort to make the brochure as attractive as possible will be worth the effort. (And do not forget to consult your office secretaries or business education staff; they can be of enormous help.)



If you cannot really respond to any of the ideas presented here, consider the possibility of showing these ideas to students for their suggestions and/or graphics work. Almost every one of these suggestions calls for some student "input", so they could certainly contribute the graphics as well.

The important thing in all such "productions" of this sort is to remember to address the audience for whom the brochure is intended. If you are intending the brochure for a group of seventh-graders, use language appropriate to that group and do not lapse into our professional jargon. Have a student who is "with it" read the copy and make suggestions. All copy should be brief and to the point; we must be careful not to tell the students much more than they really want to know.



REMEMBER: A RECRUITMENT SLOGAN IS AN INSTRUCTIONAL PROMISE.

MAKE YOUR OWN FOREIGN-LANGUAGE BROCHURE

"FILL-IN" EXERCISES

A. The "World" Theme

Cover: Type in the name of the school (all caps), street address, city, state, and zip code. With permission, add the name of the principal and/or superintendent.

Introductory "Pick Up" on Theme:

Write a paragraph (ideally no more than one-half page) or use two or three "pithy" quotations.

Program Description:

1. Write a 4 to 6 line description of the range and scope of the entire foreign-language program;
2. Prepare course descriptions of the first-year offerings only--giving students a sense of the progress to be made and something to anticipate;

Examples:

LATIN I (First Semester)

This is an introductory course for any student who wishes to begin the study of Latin. The course introduces the pronunciation of Latin, reading, and some basic grammar with an emphasis on the life and culture of the ancient Romans--especially the city and the family. Students will also be introduced to English vocabulary studies. **Texts** will be in both Latin and English.

LATIN II (Second Semester)

A continuation of first-year Latin. At the end of this course, much of the basic grammar of Latin will have been learned. Each unit begins with a contrastive English-Latin grammar explanation followed by grammar exercises--oral and written, English word studies, and Latin readings. The semester includes the study of Roman and modern careers, a student-choice fieldtrip, and a typical Roman meal in class. Half of the class work will be in pairs and small groups.

3. List extra-curricular activities or school "events" tied to foreign languages--with no more than a sentence of explanation for any or all.

(Short) Exhortation to Enroll: A one-half page or so of student advice is ideal with brief instructions as to how to sign up for the course.

Give Your Mind



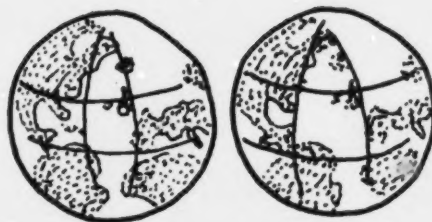
FOREIGN LANGUAGES



**«PEACE» THE WORLD
TOGETHER**

**with
FOREIGN LANGUAGES**

Double YOUR World
with
FOREIGN
LANGUAGES
...Richard Tucker



FOREIGN
LANGUAGES
and the
World of WORK

B. The "Career" Theme

Cover: Type in the name of the school (all caps), street address, city, state and zip code. With permission, add the name of the principal and/or superintendent.

Introductory "Pick Up" on Theme:

Prepare a full-page discussion, including:

1. A discussion of career applications of foreign language as both a primary and a secondary skill;
2. An explanation of the career education opportunities in the foreign-language program.

Program Description:

1. Write a short exposition of the range and scope of the entire foreign-language program--ideally 4 to 6 sentences;
2. Prepare course descriptions of the first-year offerings only--giving students a sense of the progress to be made and something to anticipate;
3. List extra-curricular activities or school "events" related to foreign languages--with no more than a sentence of explanation for any or all.

(Short) Exhortation to Enroll: Ideally, this should be no more than one-half page, student or alum authored, concluding with brief instructions as to how to enroll.

Note

The "page heading" brochure designs are on the two themes preceding. Since these designs are for a single-page flyer, whether or not the material is prepared on both sides of the page, all of the contents must be shortened substantially to fit the format.

The name of the school (all caps), the street address, city, state, and zip code should be typed to the side of the drawing. With permission, the name of the principal and/or the superintendent may be added.

Although the contents of such flyers must be in capsule form, the course descriptions should be included in their entirety.

YOU,



YOUR CAREER,

AND

FOREIGN
LANGUAGES

FOREIGN LANGUAGES

AND THE

WORLD

OF

WORK

Las
76

C. The "Yes" Theme

Cover: Type in the name of the school (all caps), street address, city, state and zip code. With permission, add the name of the school principal and/or the superintendent.

Introductory "Pick Up" on Theme:

This may be handled one of two ways:

1. The teacher(s) can use a list of 5 or 6 "reasons" after a lead-in sentence like "Say 'YES!' to foreign language(s) because...", followed by completions involving:
 - a. Communication
 - b. Career Applications
 - c. General Education
 - d. Self-Expansion
 - e. Activities
2. Students may be asked to complete the sentence "I said 'YES!' to foreign language(s) because..." and their reasons listed and attributed.

Program Description:

1. Write a short exposition of the range and scope of the total foreign-language program--ideally 4 to 6 sentences;
2. Prepare course descriptions of the first-year offerings only--giving students a sense of the progress to be made and what to anticipate;
3. List extra-curricular activities or school "events" tied to foreign languages--with no more than a sentence of explanation for any or all.

(Short) Exhortation to Enroll: Because of the theme of this approach, this section should probably consist of a brief summary of the reasons given and terse instructions as to how to enroll.

D. The "School Logo" Theme

Cover: Type in the name of the school (all caps), street address, city, state and zip code. With permission, add the name of the principal and/or superintendent.

Introductory "Pick Up" on Theme:

Since this is a "school specific" approach, students, present and recently graduated, should contribute the reasons for studying foreign languages--with each quotation attributed to its author.

This section should also include all the activities in the school which involve foreign languages and **well-known graduates** who have some contact with foreign-languages in their work or leisure time.

Program Description:

1. Write a short exposition of the range and scope of the foreign-language program--ideally 4 to 6 sentences.
2. Prepare course descriptions of the first-year offerings only--giving students a sense of the progress to be made and what to anticipate.

(Short) Exhortation to Enroll: Because of the theme of this approach, there should probably be a summary sentence using the school's team name (Warriors, Badgers, Trojans, Panthers, whatever):
"The _____ study foreign languages because: ..." and a list of the 3 or 4 most important reasons given and some brief instructions as to how to enroll.

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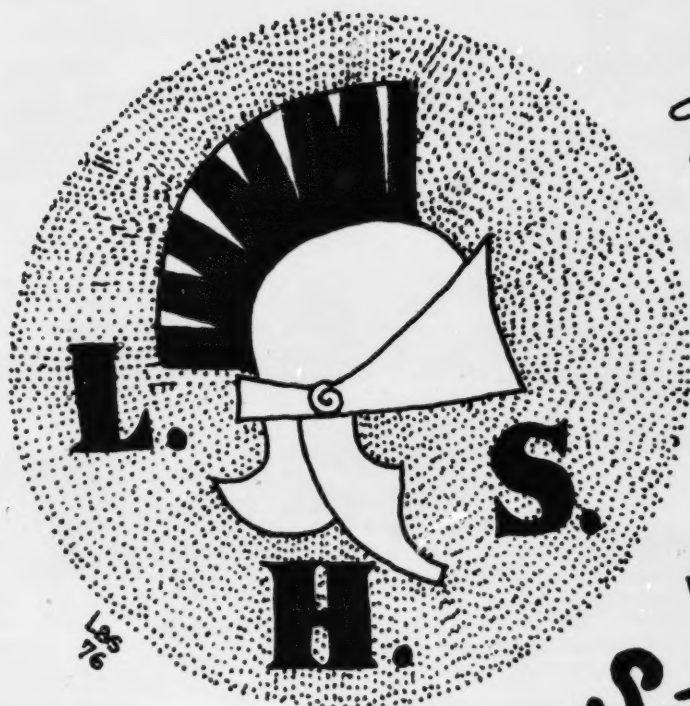
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Foreign Languages

What do the WARRIORS say about
FOREIGN LANGUAGES?



Ita verō!

Oui! Oui!

Ja! Ja!

Ja! Ja!

Sí, sí!

Coordinator for School Foreign Languages
M21 Memorial East
INDIANA UNIVERSITY
Bloomington, Indiana 47401



Try a "First Day Gazette"--both sides dittoed on 20-pound paper will do it--to announce shortrange goals and semester plans on the first day of class. OR issue a "Gazette" a couple of weeks before students sign up for the next semester--to hold students in foreign language. OR issue a version for "feeder" schools to recruit students into foreign-language classes.

Contents

1. Summer Events (Teacher Spends Wild Summer in IU Minicourses)
-or-
First Semester Events (Oktoberfest A.O.K.)
2. Semester Plans (Fall Plans Include Field Trip -or- Pick-a-Minicourse March 15-21)
3. Shortrange Goals (What Will You Be Able To Do After Two Weeks?)
4. Standards, Evaluation Procedures (Small-Group Grades--Students Like 'Em)
5. Introduction to a Specific Activity (Wednesday We Pick German Names)
-or-
(Semester Opener: We Eat in Class)
6. Learning Helps (What the German Jocks Say)
7. Fillers (Jokes, Cartoons, Want Ads)
8. Announcements (German Club Sells at Lunch)

Patterned after "Mixed Media for New Beginnings." Ideas by Readers of Learning, selected and edited by Carolyn Paine. Learning Magazine, Volume 5, Number 1 (August/September 1976): page 16.